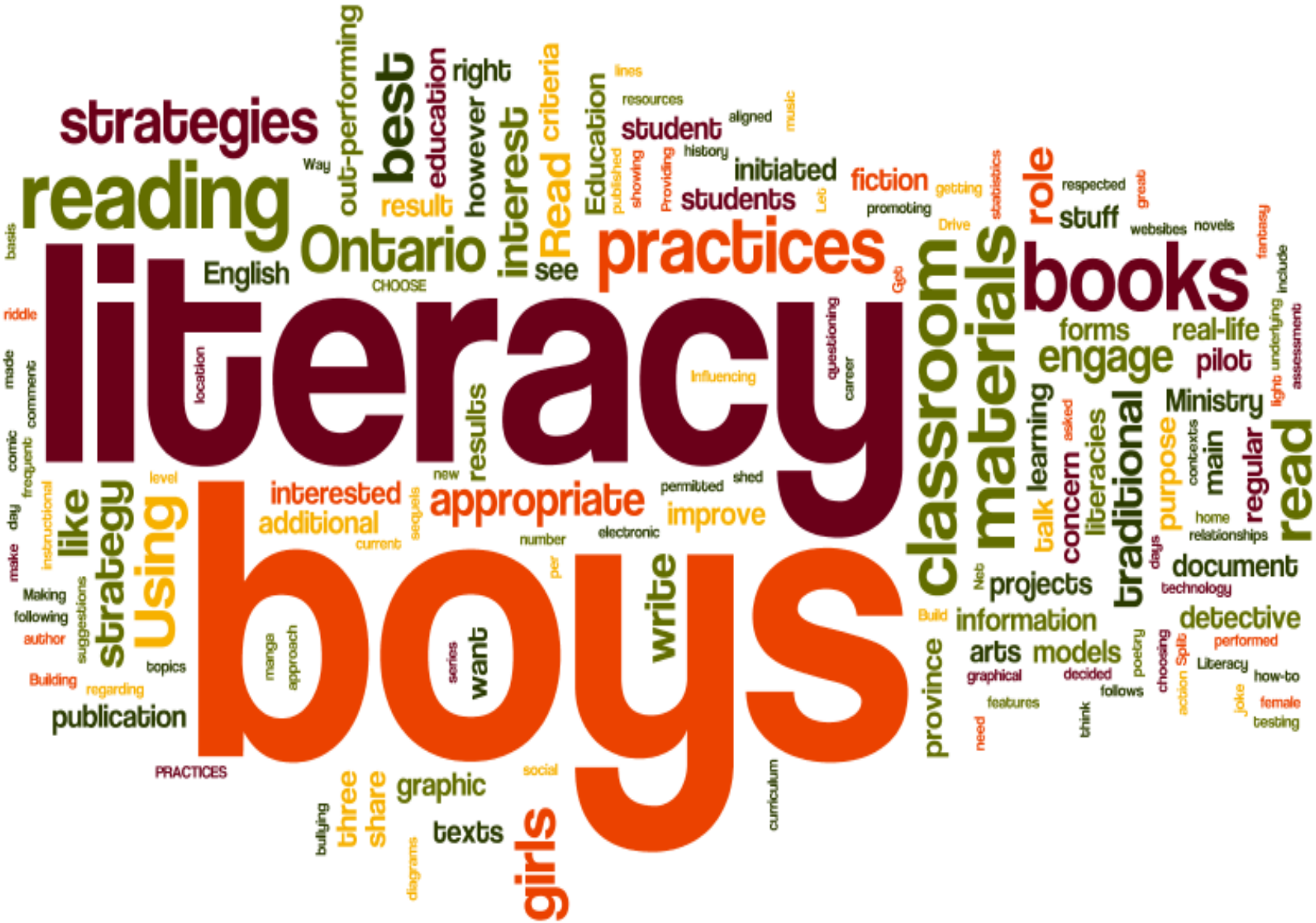
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Agenda

- Gradual Release of Responsibility
- Metacognition
- "Raising Boys in a New Kind of World"
  - Michael Reist follow-up

Promoting Meaningful Student Involvement -

Listening To What Students Have To Say

Insights from Chris MacDonald
Riverside Secondary School Student

Let's Think about…Thinking?

Connecting Research & Practice

A Guide for Effective Adolescent Literacy Instruction

Thinking Metacognitively

Simply, metacognition is thinking about thinking. When students are metacognitive, they have an understanding of learning in three areas: they understand themselves as learners, they understand a given task, and they understand a variety of strategies and how to use them in a variety of situations (Jetton & Dole, 2004).

metacognition means

- becoming aware of one's own actions and their effects
- posing internal questions to find information and meaning
- mentally rehearsing before performance
- developing mental maps, pictures or plans of actions
- monitoring plans throughout a process, and revising plans when they are not working
- revising mental pictures for improvement
- self-evaluating a completed plan

Arthur Costa and Bena Kallick (2010)

Why Teach It?

Metacognition contributes to successful learning, and moves students toward independence, interdependence, and self-efficacy. Through metacognitive strategies, students learn to master information and solve problems more easily (Block et al. 2005; Scruggs, 1985).

While students in any grade can use metacognition, there are a number of reasons why it is particularly important for adolescents. As students progress through the grades, they experience more specific kinds of texts and models of thinking in the various disciplines. Using metacognition, learners are better able to assess the variety of learning situations, including more specialized subject-specific texts and vocabulary, and adapt their strategies to those contexts (Wood and Blanton, 2009).

As adolescents also need autonomy, using metacognition allows them to have a greater sense of control and independence when they approach learning situations both in- and out-of-school. As Judy Willis points out in her book *Brain-Friendly Strategies for the Inclusive Classroom* "When students use metacognition to actively and consciously review their learning process, their confidence in their ability to learn grows. They begin to attribute outcomes to the presence or absence of their own efforts and to the selection and use of learning strategies" (154).

Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy across all disciplines.

Listen to Chris MacDonald metacognitively talk about his use of strategies, and how they've made a difference for his learning. The video, *Promoting Meaningful Student Involvement*, is available at www.edugains.ca.

"Metacognition refers to higher-order thinking that involves active control over the cognitive processes engaged in learning. It is the process of thinking about one's own thought processes. Metacognitive activities can include planning how to approach a given learning task, evaluating progress, and monitoring comprehension."

School Effectiveness Framework, 2013

"Metacognition can increase engagement. Metacognition "has the potential to empower students to take charge of their own learning and to increase the meaningfulness of students' learning."

Ontario Ganas, 2007

LiteracyGAINS

Instruction in metacognition:

- helps develop a repertoire of thinking and learning skills
- fosters confidence and independence in the classroom
- encourages students to self-regulate their learning
- improves decision-making and goal-setting skills
- enables students to self-assess the quality of their thinking
- enhances responsible citizenship
- increases awareness of learning styles
- helps to decide which strategies to use in which learning situations
- strengthens essential skills and employability skills (*Connecting Practice and Research: Metacognition Guide*, Literacy GAINS, 2008)

How to Teach It?

Metacognition is included as evidence for Indicator 4.4 in the *School Effectiveness Framework*: "Learning is deepened through authentic, relevant and meaningful student inquiry." It states that, in the classroom, "Metacognition is modeled through the instructional process," and that students will "Demonstrate skills of metacognition (e.g., monitor their own learning and thought processes by asking themselves questions such as 'what if'" (29). There are a number of other indicators in the framework which also relate to metacognition.

"Teachers who help students develop and internalize metacognitive strategies through direct instruction, modeling, and practice promote learning because the effective use of such strategies is one of the primary differences between more and less able learners."

Jay McTighe, quoted in *Differentiating Assessment Strategies: One Rubrik Doesn't Fit All*, Carolyn Chapman & Rita King, 2005

Willis suggests that "To reinforce the process of metacognition, teachers can ask students to write down the strategy they used after successfully completing an activity, especially if it was in an area in which they had not previously succeeded" (154-155). Costa notes that "Teachers can spur metacognition by directing students to verbalize plans and strategies solving challenging problems – and by urging students to share their thinking as they monitor their progress, evaluate their strategies, and generate alternative strategies (Costa, 2008).

Connecting Practice and Research: Metacognition Guide (Literacy GAINS, 2008) outlines five basic principles for teaching metacognition:

1. Build an inclusive, positive, and stimulating classroom environment.
2. Model metacognitive thinking, with an emphasis on developing awareness of metacognitive processes, and use the gradual release model to guide students toward independently selecting, using, monitoring, and evaluating their use of these strategies (Graham and Harris, 1993).
3. Create opportunities for students to talk about their thinking and to build a thinking vocabulary.
4. Engage students in talking about metacognitive strategies, e.g., through conference, interview, or survey questions (Israel, 2007).
5. Provide students with ample practice, for example by making the discussion about metacognition part of the everyday classroom (Pintrich, 2002).

Connecting Research & Practice

Assessment as Learning

is the process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Growing Success, 2010

Promoting Metacognitive Thinking

Teachers can engage students in metacognitive thinking by posing questions.

Related to themselves as learners:

- *What are my strengths? How do I use them?*
- *How can I adapt to a learning situation given my learning preferences?*
- *What skills do I still need to develop? How will I adjust for skills I still need to develop?*
- *What resources, people, or materials can help me be successful?*
- *How will I monitor what is working for me?*
- *How has my thinking about this topic changed as I've gathered more information?*

Related to a given task:

- *What do I have to do? What am I trying to accomplish?*
- *What skills do I need to complete the task? Which of these skills are my strengths?*
- *How close am I to my goal? What will help me recognize that I am meeting the learning goal?*
- *What things have I accomplished that might help me be successful in this task?*
- *How is this task like other tasks I have attempted/completed?*
- *What are my options and alternative approaches?*
- *How well did my choice(s) work?*

Related to strategies and how they use them:

- *What strategies am I using? What strategies do I need to use?*
- *Are the strategies I am using helping me reach my goal? If not, are there other strategies or approaches that might move me closer to the target?*
- *Do I need to go back and re-read, re-do, or re-think anything?*
- *How am I practicing my strategies?*

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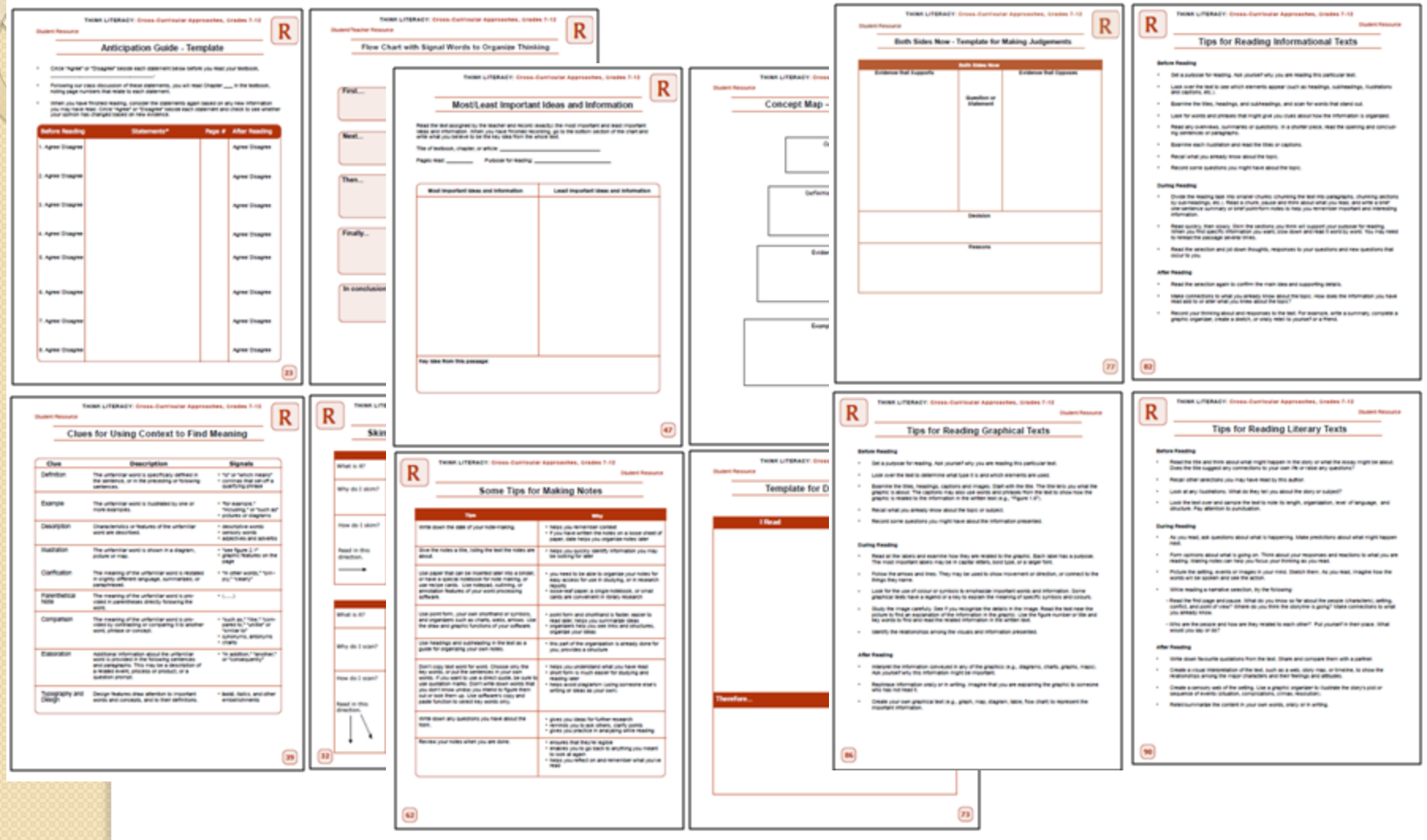
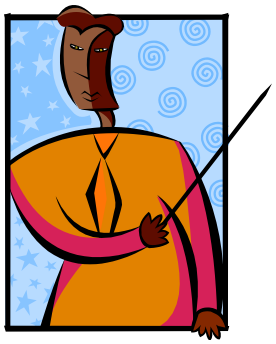
www.edugains.ca

Think Literacy!



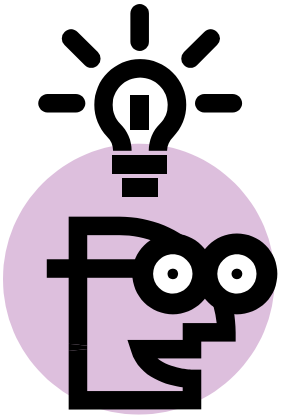


Prompts

- Focus on cognitive and metacognitive processes
- Can be declarative or interrogatory
- What does the student need to complete the task?

Questioning is about *assessment*;
Prompting is about *doing*.

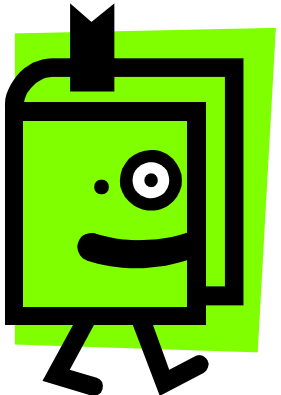
Types of Prompts



Cognitive

Triggers academic knowledge

- Factual or procedural knowledge
- The reasoning needed to apply it
- ***Background Knowledge*** and ***Process or Procedure Prompts***

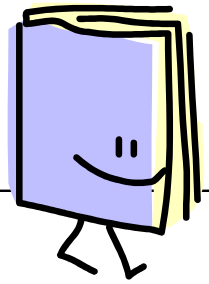


Metacognitive

- Sense-making
- Self-assessment
- Reflection
- What worked, and what needs improving
- ***Heuristic*** and ***Reflective Prompts***

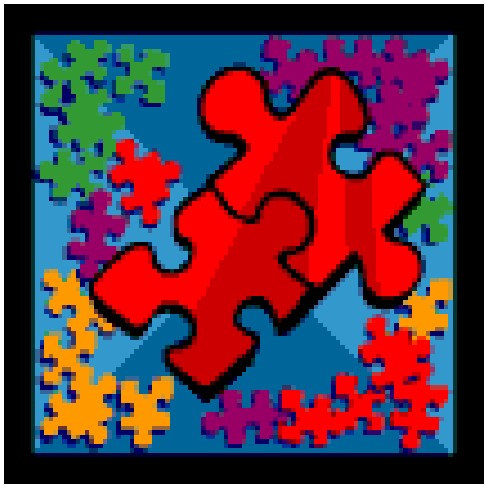
Heuristic prompts in reading

Before the Reading	During the Reading	After the Reading
Based on this title, what do you expect this book will be about? Have you read other books by this author? What do you expect? What do you already know about ____ before you begin reading? When you read the reviews on the back cover, did it change your expectations?	What do you know about ____ so far? What do you expect will happen next? What has happened so far? Take a look in the text for clues. Have you experienced something like this?	What surprised you? Was that what the author wanted? Does this remind you of any other books you've read? If a person wanted to know more about this subject, where could they look? Who would you recommend this to?



Text Reconstruction Strategy

- **What is the purpose?**
  - To identify main ideas and supporting detail
  - To promote active meaning-making
  - To see how texts are constructed and sequenced
  - To substantiate ideas



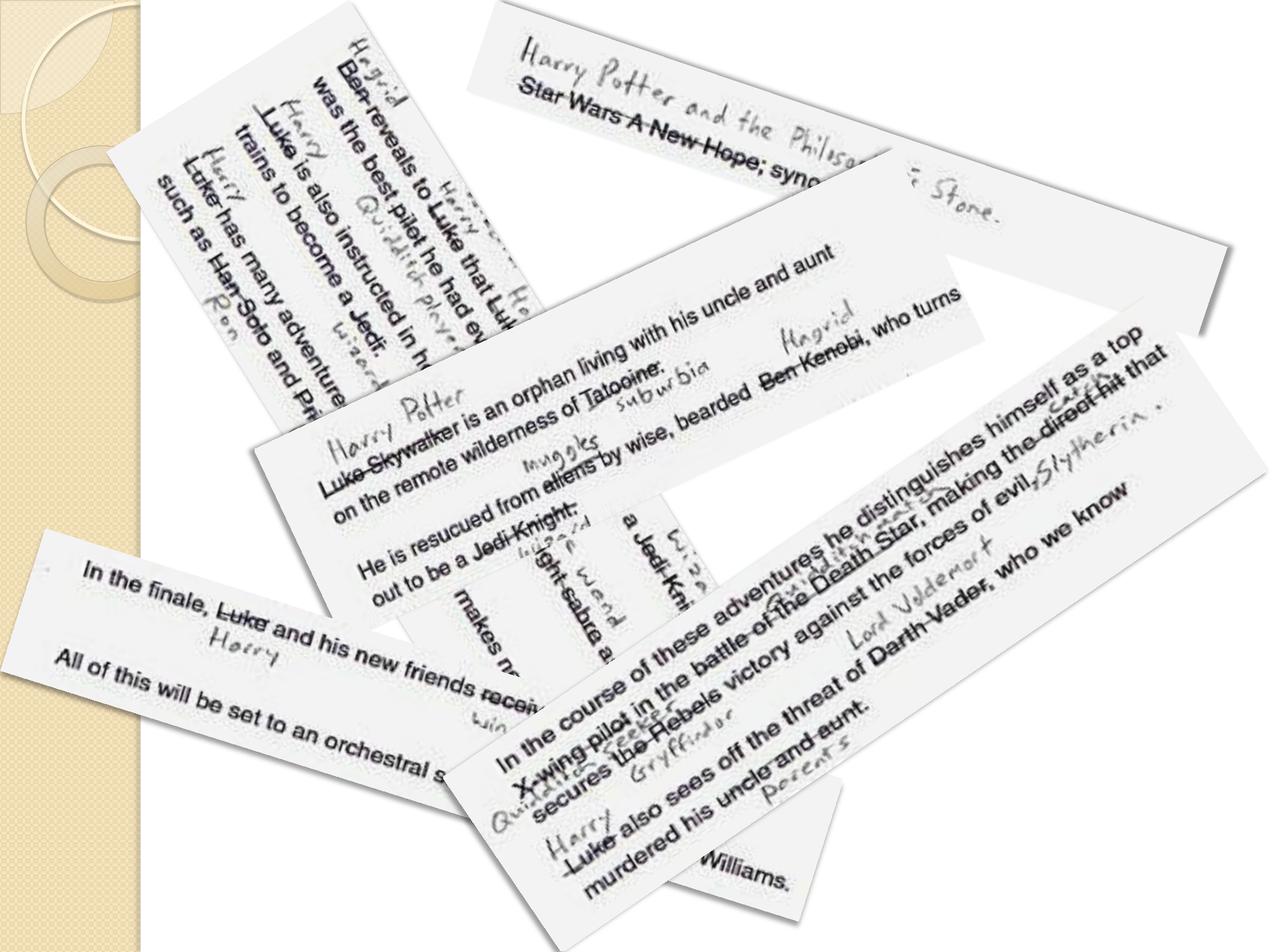
Text Reconstruction

- **Use a variety of text types:**
  - Graphical, informational, narrative, media
  - Range of difficulty levels so accessible to all
- **Texts are separated into chunks of information**
  - Specific info can be text, images, charts, etc
  - Be sure there is enough detail for students to make connections between chunks
    - Transition words/phrases, linking information

Students work in pairs or small groups to reconstruct the text.

Have groups compare notes, identifying why they chose to put parts where they did. Defend their choices.

Show students the original text.


Harry Potter and the Philoso
Star Wars A New Hope; sync
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Ben reveals to Luke that Lu
was the best pilot he had ev
Luke is also instructed in h
trains to become a Jedi.
Luke has many adventure
such as Han Solo and Pri
Harry Potter
Luke Skywalker is an orphan living with his uncle and aunt
on the remote wilderness of Tatooine.
Suburbia
Muggles
Hagrid
He is resucued from aliens by wise, bearded Ben Kenobi, who turns
out to be a Jedi Knight.
makes n
light sabre a
a Jedi Kni
In the finale, Luke and his new friends recei
Harry
All of this will be set to an orchestral s
Williams.
In the course of these adventures he distinguishes himself as a top
X-wing pilot in the battle of the Death Star, making the direct hit that
secures the Rebels victory against the forces of evil, Slytherin.
Quidditch Seeker
Gryffindor
Lord Voldemort
Harry
Luke also sees off the threat of Darth Vader, who we know
murdered his uncle and aunt.
Parents

Harry Potter and the Philosopher's Stone.

~~Star Wars A New Hope~~; synopsis

Harry Potter

~~Luke Skywalker~~ is an orphan living with his uncle and aunt on the remote wilderness of ~~Tatooine~~. suburbia

muggles Hagrid

He is resucued from ~~aliens~~ by wise, bearded ~~Ben Kenobi~~, who turns out to be a ~~Jedi Knight.~~

wizard

Hagrid Harry Harry's wizard

~~Ben~~ reveals to ~~Luke~~ that ~~Luke's~~ father was also a ~~Jedi Knight~~, and was the best ~~pilot~~ he had ever seen.

Harry Quidditch player a magic wand

~~Luke~~ is also instructed in how to use ~~the Jedi light sabre~~ as he too trains to become a ~~Jedi~~.

wizard

Harry Hogwarts

~~Luke~~ has many adventures in ~~the galaxy~~ and makes new friends such as ~~Han Solo~~ and ~~Princess Leia.~~

Ron Hermione

In the course of these adventures he distinguishes himself as a top ~~X-wing pilot~~ in the ~~battle of the Death Star~~, making the ~~direct hit~~ that secures ~~the Rebels~~ victory against the forces of evil.

Quidditch match catch Quidditch seeker Slytherin.

Gryffindor

Harry Lord Voldemort

~~Luke~~ also sees off the threat of ~~Darth Vader~~, who we know murdered his ~~uncle and aunt~~.

Parents

In the finale, ~~Luke~~ and his new friends ~~receive medals of valour~~.

Harry win the House Cup.

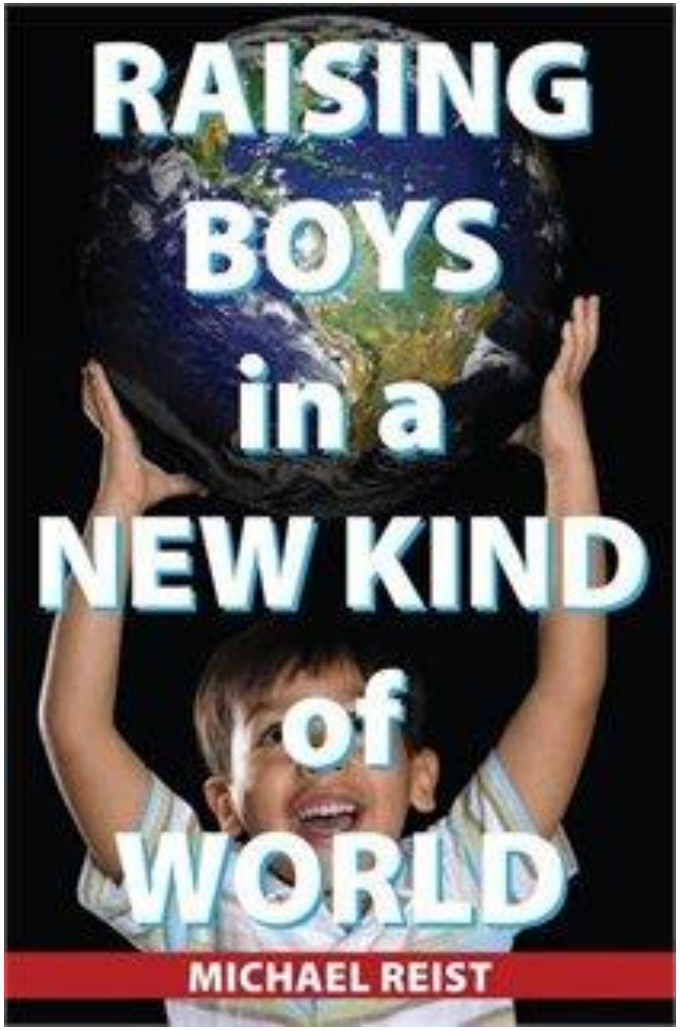
All of this will be set to an orchestral score composed by John Williams.

The Chicken Direction

- Taken from http://theline.edublogs.org/

- On each of my unit tests (which are rare), I place a direction buried in the text of the explanation. It usually looks something like this:
- **Who is the protagonist in this story? Who is the antagonist? You do not need to write in full sentences for this one, but you must include enough details to make sure your answer is clear and well-supported. Stand up and squawk like a chicken for an extra bonus point.**
- The primary reason is to test– and ensure– how well my students are actually reading the exam directions.

Raising Boys in a New Kind of World



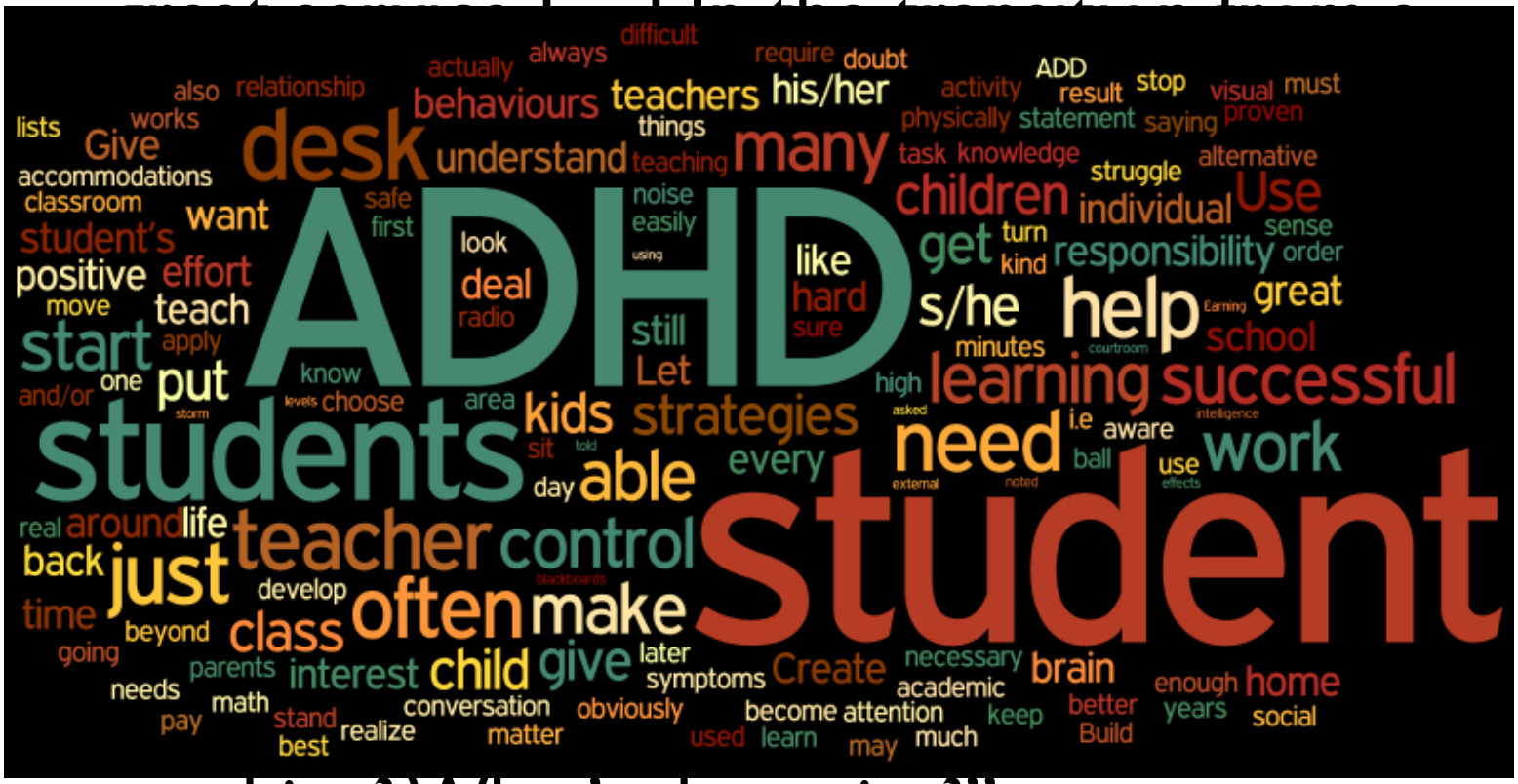
- Reist's book talks about the profound effect popular culture is having on male learners.
- "We need to stop seeing normal boy behaviour as a problem and learn to understand their need for movement, unique learning styles, and personal methods of communicating."

Chapter Investigation

- As a follow-up to Michael's discussion with us last semester, let's begin taking a look at the big ideas he presents in his book.
- Chapter 1: A World of Change
  - The Post-Modern Crisis
  - The Disappearance of Childhood
  - Fathers and Sons

The Post-Modern Crisis

- "Post-modernism has done the world a



anything? What's the point?"

The Disappearance of Childhood

- "The distinctions between child and adult kn stes, an
- "R lo n; re ea ame ex

Fathers and Sons

- "Men have largely abdicated the parenting role to the mother."
- "[redacted] bout fa[redacted] ture, w[redacted] s are th[redacted]

Chapter 2: The World of School

- For one of the following sections in this chapter, distill the information to a central theme or big idea.
- This can be a summary, selection of words or quotations, diagram or visual that represents the key points.

Chapter Section	Pages
Mass Media and School	23
The Computer is the New Printing Press	24-25
The Pyramid Meets the Web: New Attitudes Toward Authority	25-26
The War of the Worlds: School Space and Cyberspace	27-28
Pay Attention! Our ADD Culture	28-30
The End of Literacy	30-32
The Final Frontier: Social Skills	32-33
Be Still: The Need for Movement	33